



Behaviour Policy

Purpose

It is a primary aim of the school that every member of the school community feels valued and respected, and is treated fairly. Our values are built on mutual trust and respect for all. This behaviour policy is therefore designed to help us create a culture which promotes excellent behaviour so that pupils can learn in a calm, safe and supportive environment.

The school has a number of rules, but our behaviour policy is not solely concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

Our approach to promoting good behaviour

At The Cedars, we strive to create a culture (i.e. a shared set of values and norms of behaviour) by explicitly teaching pupils to behave well. This is necessary because 'expert blindness' often leads teachers to assume that pupils already know how to behave well even though this is not always the case.

An effective culture needs *constant creation* and behaviour must be taught rather than told. Such instruction should be:

CLEAR
SEQUENTIAL
EXEMPLIFIED
REPEATED
CHECKED FOR UNDERSTANDING
CORRECTED FOR MISTAKES
REVISED AND REPEATED

The starting point for building a culture is to identify the norms of behaviour which we wish to see. At The Cedars, we expect all pupils to:

- conduct themselves around the school in a safe, sensible, manner and show regard to others - running or boisterous behaviour within any school building is unacceptable;
- arrive on time to lessons;
- bring equipment appropriate for the lesson;

- follow reasonable instructions given by the teacher;
- behave in a reasonable and polite manner to all staff and pupils;
- show respect for the opinions and beliefs of others;
- speak in full sentences during lessons;
- complete all class work in the manner required;
- hand in homework at the time requested;
- show respect for the working environment;
- give way to adults in doorways;
- hold doors open for adults; and
- treat all others with kindness.

Staff are expected to:

- arrive on time to their lessons;
- create a swift and purposeful start to the lesson;
- reinforce clear expectations of behaviour;
- deliver a suitably planned and structured lesson which reasonably meets all individual needs;
- deal with incidents of misbehaviour firmly, calmly and kindly following the school's procedures; and
- explicitly promote and reinforce positive behaviour in the classroom.

Remember that: “What you permit, you promote.”

Parents are expected to:

- work in partnership with staff to ensure good behaviour;
- inform staff of any concerns;
- respond to concerns raised by members of staff; and
- ensure pupils come to school correctly equipped and prepared to work .

The importance of routines

A routine is a specific behaviour which becomes automatic through practice and repetition. Routines are a way of making it easier for the whole school community to live out our norms of behaviour. Routines can be social or academic and we constantly look for ways of using them to improve the culture of the school. The list of routines below is therefore indicative rather than exhaustive:

- Entry and dismissal to classrooms;
- Movement between lessons;
- Procedures for assemblies;
- Fire drills;
- Setting out work in a particular subject;
- Structuring essays.

Rewards and praise

The school rewards good behaviour to develop an ethos of kindness and cooperation. **This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.**

Praise is the most effective extrinsic motivator, but it must be targeted. Excessive use of praise undermines culture and so its use is a subtle art to be developed. That is not to say that we should only praise remarkable achievements but that the power of praise lies in its sincerity rather than its effusiveness. First and foremost, it is a question of *noticing* and *acknowledging* effort; the form of words used is of secondary importance.

Pupils are praised and rewarded in a variety of ways:

- Pupils are congratulated on achievements;
- House points and commendations are awarded for good work;
- Certificates are given when certain thresholds have been met.

All teachers are also expected to use additional positive rewards. These will be used frequently to reinforce a positive culture within the school. Suggestions include:

- verbal praise;
- acknowledging good behaviour by thanking pupils;
- stickers in books;
- postcard or email sent home;
- phone call home; and
- by valuing achievements publicly.

Dealing with misbehaviour

In dealing with misbehaviour, staff should bear in mind that *the certainty is more important than the severity*. In other words, noticing and addressing misbehaviour in a timely and consistent way is much more effective than swinging punishments.

Informal Resolution

Instances of minor misbehaviour may be dealt with informally by the classroom teacher or, if the incident takes place outside lessons, the teacher who first becomes aware of it.

Such informal strategies include, for example, a discreet word, reiteration of expectations and a change of seating plan. In many cases, it will be appropriate issue a *non satis* (see below).

Correction should be given with calm courtesy and where possible, good humour. It is advisable to avoid public confrontation. Instructions should be clear and concise, and a positive tone maintained where possible.

At times a teacher may wish to keep a pupil or number of pupils during break, lunch or after school to speak with them about some issue arising in class. This informal approach to

minor issues, as an alternative to escalating them, is to be encouraged as a way of building a relationship with pupils and establishing the teacher's classroom culture. The recommendation for this is as follows;

- Break time 20 minutes.
- Lunch time 30 minutes (Pupils will have access to lunch afterwards).

A teacher may also hold a pupil back afterschool until 5.00pm (the late coach leaves at 5.15pm) but a day's notice will be given via email or a phone call. This is separate to a pastoral detention.

Non satis or referrals (see below) should be issued at the same time.

Where informal strategies do not have the desired effect, or in the case of a more serious instance of misbehaviour, several formal strategies are available. These should be followed in order although they will not necessarily start at the lowest level.

Homework Demerits

If homework is judged to be late, incomplete or of poor quality without good reason, a homework demerit should be awarded via ISAMS. The pupil should then produce the missing or sub-standard homework for the teacher concerned. Should a pupil fail to produce the homework at the second time of asking a referral should be made to Pastoral Board. They will then assess whether the pupil ought to receive a sanction. Any pupil receiving five or more homework demerits will be issued a pastoral detention after school.

Non Satis

A *non satis* is a way of communicating to pupils that their conduct needs correction without the need for referral. They should be given for minor matters that on their own are trivial but grouped together over a few days might be a cause for concern. These include but are not limited to;

- forgetting a work book or textbook;
- forgetting a planner;
- no equipment;
- late to class without good reason; and
- calling out.

Individual teachers might decide to follow these up after an incident (having a positive word, keeping a pupil at break, etc.). The Pastoral Board, however, will regularly monitor pupils' progress and behaviour around school through the *non satis* on ISAMS. If a pupil receives five *non satis* in a week he may be issued with a Friday detention.

Referral

A referral via ISAMS is required where a pupil has failed, in a serious way, to meet the standards of behaviour and conduct required by the school. These may include, but are not limited to;

- deliberately disrupting the lesson;
- failure to correct ones behaviour after the issuing of a *non satis*;
- insolence;
- dangerous behaviour; and
- any other serious cause for concern.

Upon receiving a referral the pastoral staff will follow up with both pupil and teacher before deciding upon a sanction.

Removal from class

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised setting.

Removal from the classroom is a serious step and it should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal should be used for the following reasons: a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption; b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and c) to allow the pupil to regain calm in a safe space.

If a pupil is to be removed, the teacher should send for a senior member of staff who will remove the pupil concerned and ensure that they continue their work under supervision. Pupils should not be sent out of a room unaccompanied. Removal from class will usually trigger a Saturday detention.

School sanctions

Formal school sanctions such as detentions are set by members of the pastoral team. They are as follows;

Thursday detention

Thursday detentions are given by Heads of Section. Pupils will usually be placed on the Thursday detention list for the following reasons:

- several *non satis* in a week;
- regular lateness to school;

- failure to complete two homework demerits; and
- more serious isolated incidents referred to the pastoral staff.

Thursday detentions can also be set at the discretion of the SMT and pastoral staff.

Thursday detention is held from 4pm to 5:15pm. Failure to attend a Thursday detention without good reason will automatically result in the issuing of a Saturday detention.

Saturday Detentions

Saturday Detention is given for serious offences or for persistent failure to meet the expectations of the school and may only be awarded by members of the SMT and Heads of Section. This is usually held from 8am to 9am.

Headmaster's Detention

A Headmaster's Detention may be given at the discretion of The Headmaster or Deputy Headmaster in more serious cases. Headmaster's Detentions take place on Saturday mornings but are distinct from 'Saturday Detentions'. This is usually held from 8am to 11am.

Inclusion (or internal suspension)

In certain cases it may be appropriate to 'include' a pupil for a day or more. In such cases pupils will be provided work as normal by their classroom teacher but will be required to spend time out of lessons with a member of the pastoral staff.

Suspension (or fixed term exclusion)

In more serious cases, or where misbehaviour is persistent and lesser sanctions have proved ineffective, a pupil may be suspended from school. This must be sanctioned by the Headmaster. In the case of all suspensions, parents/guardians are informed in writing of the reasons for the sanction. Suspended pupils are provided with work for the duration of the exclusion.

Exclusion

In the most serious cases, or where misbehaviour is persistent and lesser sanctions have proved ineffective, a pupil may be permanently excluded from school. This must be sanctioned by the Headmaster. In the case of all exclusions, parents/guardians are informed in writing of the reasons for the sanction, and of their right to appeal.

Disciplinary Points

Each serious sanction carries a number of disciplinary points that are recorded by the school. The accumulation of 12 or more disciplinary points within any 12-month period will

usually result in permanent exclusion from the school. In the case of isolated incidents leading to points, the date of the offence, rather than the date on which a sanction was imposed, will be used. Where points have been received as a result of repeated behaviour which has taken place over a period of time, the date of the most recent instance will be used.

The disciplinary points tariffs are as follows;

Thursday detention	1
Saturday detention	2
Headmasters detention (Saturday)	3
Internal suspension ('inclusion')	4
Suspension	5 to 8, depending on the severity of the offence.

It is important that all pupils are treated fairly and that, where appropriate, reasonable adjustments will be made for boys with special educational needs or disabilities, in accordance with the Equality Act 2010. This may mean leniency in the application of the points system or imposing a sanction at a lower level. Indeed, in order to use professional discretion, and the particular situation of a pupil, points are not shared with pupils. If a pupil approaches 12 or more points, we will work closely with parents to help the pupil. These decisions will not be taken lightly though and will involve discussions with relevant senior staff and parents.

Use of force

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in The Use of Force to Control or Restrain Pupils (November 2007). Staff in our school do not hit, push or slap pupils. They only intervene physically to restrain a pupil to prevent injury to a pupil, if a pupil is in danger of hurting himself, where action is necessary in self-defence or because there is an imminent risk of injury or significant damage to property. The actions that we take are in line with government guidelines on the restraint of children. Any such incidences are recorded by the Headmaster.

Corporal punishment is prohibited during any activity (whether or not within the school premises). This applies to all members of staff, including volunteers. 'Physical intervention' may only be used in exceptional circumstances as outlined above.

Role of the headmaster

It is the responsibility of the Head, under the School Standards and Framework Act 1998, to implement the behaviour policy consistently throughout the school, and to report to

governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head to ensure the health, safety and welfare of all children in the school.

The Head supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Head ensures that a central record of all reported serious incidents of misbehaviour is kept.

The Head has the responsibility for decisions to suspend or exclude individual children for serious misbehaviour. It is the policy of the school to notify governors of suspensions and exclusions.

Role of senior leaders

The school leadership team should be highly visible, with leaders routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported. School leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them. School leaders should make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school.

Role of teachers and other staff

Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by this policy, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.

All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations. Staff should also receive clear guidance about school expectations of their own conduct at school.

Role of pupils

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil should be made aware of the school behaviour standards, expectations, pastoral support, and consequence processes. Pupils

should be taught that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture. Pupils should be asked about their experience of behaviour and provide feedback on the school's behaviour culture. This can help support the evaluation, improvement and implementation of the behaviour policy. Every pupil should be supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture.

Role of parents

The role of parents is crucial in helping schools develop and maintain good behaviour. Parents have an important role in supporting the school's behaviour policy and should be encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.

Role of governors

The PACT governing body has the responsibility of setting out these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head in adhering to these guidelines.

The Head has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Head about particular disciplinary issues. The Head must take this into account when making decisions about matters of behaviour.

Monitoring and review

The Head monitors the effectiveness of this policy on a regular basis, reporting to the governing body on the effectiveness of the policy and, if necessary, making recommendations for further improvements. Records of rewards and formal sanctions (including exclusions) are maintained by the Assistant Head (Pastoral) and are scrutinised regularly so that any patterns which may emerge can be identified, and to check that staff are using them consistently and fairly.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality and ensure that no child is treated unfairly because of race or ethnic background.

The PACT governing body reviews this policy every year. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Signed: B Rix and P Hinojo, March 2024

This policy will be reviewed every 2 years	
Title	Behaviour Policy
Version	8
Date of Review	1 st March 2024
Authors	Ben Rix and Pablo Hinojo
Approved by SMT	Yes
Approval/Review required by PACT or sub-committee	Yes
Latest Review (state whether changes were made)	<p>Yes – removal of coronavirus addendum and updating in light of new DfE guidance. Changes include: new nomenclature ('suspension' instead of 'fixed-term exclusion'; addition of sections on removal from classroom, duties of senior leaders, parents, and pupils; changes to behaviour points tariff.</p> <p>Make changes to reflect school structure, and how items are recorded on ISAMS. Changes to school procedures (School points, and number of homework demerits which result on a Pastoral Detention) were also recorded.</p>
Next Review Date	March 2025